**LESSON PLAN for GEOGRAPHY**

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| **Subject**  Geography | | **Class / Year**  Year 12 | **Unit / Topic**  A Comparison of Development Africa and New Zealand | **Lesson Title**  Qualitative approaches to measuring development – A happy planet |
| **NCEA Level**  □ 2 |
| **Achievement Objective(s)**  Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.  **Achievement Standard**  2.3 – Demonstrate geographic Understanding of differences in development. | | | | |
| **Learning Outcome(s) and/or Learning Intentions**  *What should the students learn – including SPECIFIC SKILLS?*  Identify development indexes which depend on subjective conditions like happiness.  Examine several specific factors determining happiness in two subject countries, New Zealand and a chosen African country. | | | **Assessment and/or Success Criteria**  *How do we know what we have learnt?*  Students will provide a complete scatter graph outlining both the Happy Planet Index and the Satisfaction With Life Index.  Students complete a paragraph on the factors determining happiness in New Zealand and students chosen studied African country. | |
| **Key Competency Focus**  *How is this key competency developed in this lesson?*  Using Language Symbols and Texts – Students read the provided text(s) and develop a scatter graph on from the information. This lesson requires the development of course specific skills and language. | | | **Key Concept(s) Focus**  Patterns – Students will compare the distribution of human development over two countries and the entire world. | |
| **Time** | **Student Learning Activities** | | **Teacher Activities** | |
| 0.00  0.10  0.30  0.35  0.45  0.53  0.60 | **Starter**  Students interpret a cartoon.  Answered questions and cartoon is to go in student’s portfolio.  Students are given the sheet.  Students are to read handout sheets on Happy Planet Index and the Satisfaction With Life Index.  They extract and record a definition for these indexes.  Students scatter graph the Happy Planet Index and the Satisfaction With Life Index on a graph in their book. New Zealand and the chosen African country are highlighted.  Students finished early can add the Human Development Index to scatter graph  Using results from yesterdays work students mark countries in the developed north one colour and countries in the developing south another colour on the scatter graph.    Students then explore the trends of happiness for the world and compare the north and the south.  Students describe the trends of global happiness, displayed in their scatter graph, in a paragraph.  Students record a statement on the happiness of their investigated African country.  Students also record a statement on the happiness of New Zealand in accordance to the given indexes.  Students identify in group discussion how they compare and develop on reasons why there are differences in happiness.  **Conclusion**  Having investigated development in another context, the development of happiness, students will now provide a definition of development from this perspective. | | Check homework and sign off completion of student portfolios for previous class.  Students are given a number of questions and are asked to interpret the cartoon.  What does the title tell us about the cartoon?  What location is the cartoon set in? How do the geographical areas the cartoon focuses on differ?  Is the city resident happier than the farmer? Justify your answer.  Examine the clothing of the people in the cartoon. Who appears to have more wealth?  Do you think wealth is linked to happiness; does the cartoon present share your view? Describe how it does/does not.  Give students handouts on Happy Planet Index and the Satisfaction With Life Index.  Students instructed to read handouts  Give students steps for creating a scatter graph:  Identify the smallest and largest number  Rule up the multiple axis  Mark the axis steps, label axis  Mark the points of the scatter graph, highlight your two countries  Give the graph a meaningful title  Ensure students record countries in the “north” and “south” with different values.  Have students complete a paragraph outlining their findings and any trends.  Question students on possible reasons for why there are differences in development.  Collect student’s portfolios and check over work completed so far in the unit. | |
| **Equipment**  Whiteboard  **Resources**  Cartoon for interpretation, cartoon questions, Happy Planet Index and the Satisfaction With Life Index information sheets, graph paper | | | | |
| **Teacher Evaluation**  *Student achievement – where to next?*  Having had a look at the qualitative and quantitative approaches to measuring development groups of students will prepare an argument on the appeal of their studied African country against another group’s country.  *Teacher practice – what have I learnt?*  *what will I change?* | | | | |